

# Unconscious Bias: Examining the Dynamic Inclusive Hiring Process

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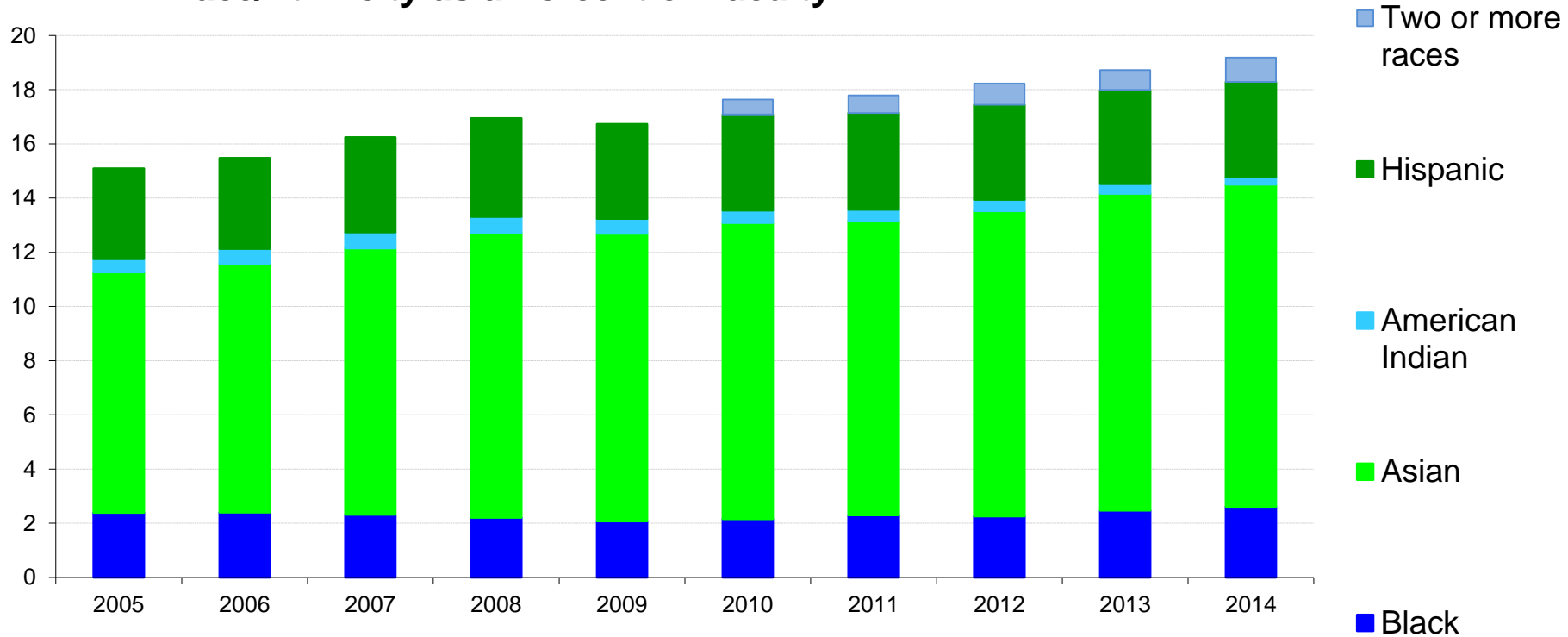
Questions

Comments to share

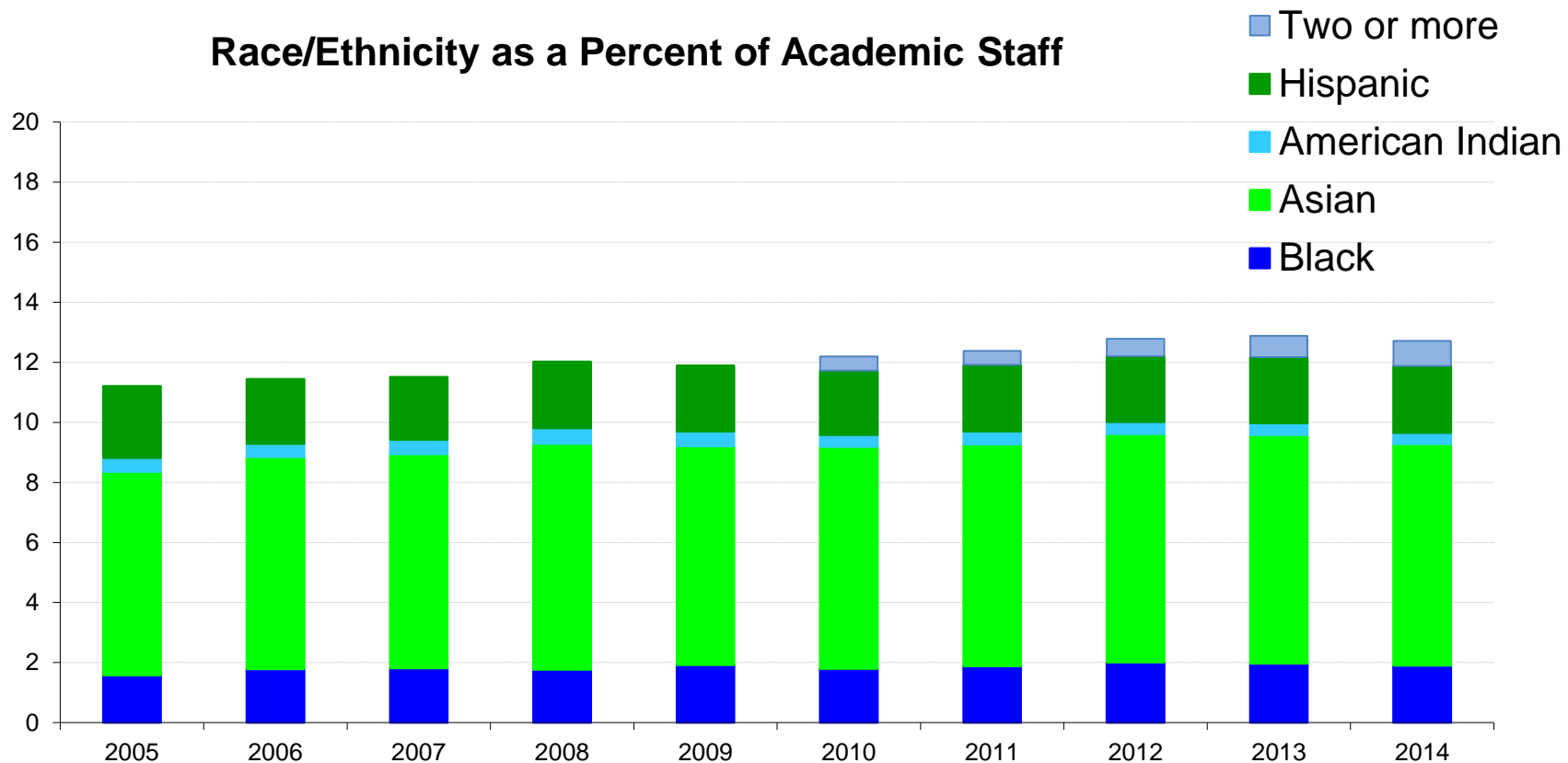
Ideas to take home

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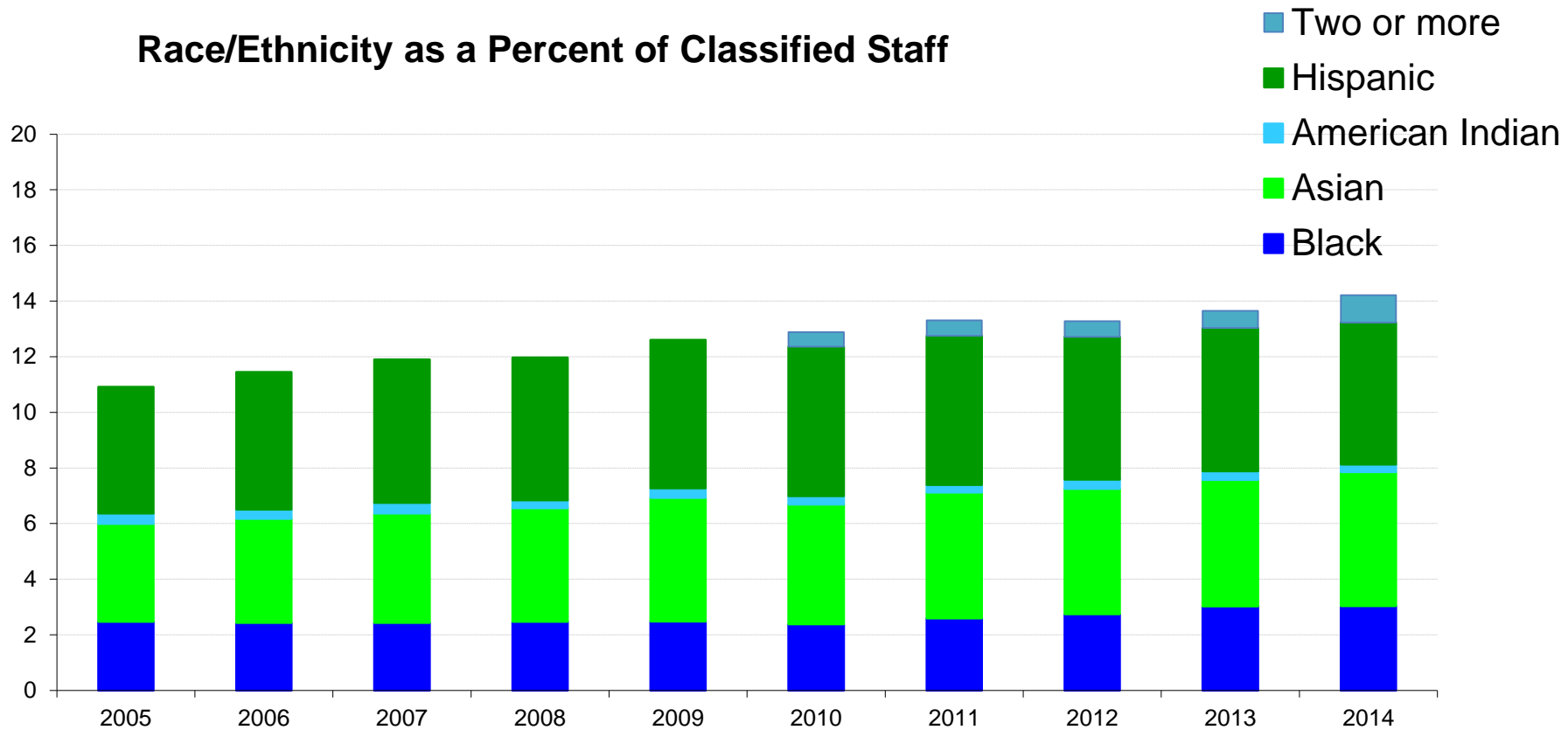
## Race/Ethnicity as a Percent of Faculty



## Race/Ethnicity as a Percent of Academic Staff



## Race/Ethnicity as a Percent of Classified Staff



## Persons Reporting a Disability

7%: Academic/University Staff

6%: Faculty

# Unconscious Bias

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The tendency of our minds to apply characteristics of groups (real or imagined) to our judgments about individual group members.

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# Role Congruity/Incongruity

The fit (or lack of fit) between gender norms and workplace roles

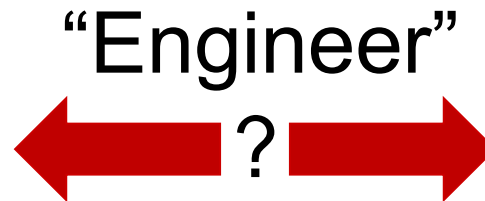


# Occupational Role Congruity for men

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## Men

- Strong
- Decisive
- Independent
- Don't ask for directions
  - Logical
- Lack emotions
- Love sports
- Good at math



## Women

- Nurturing
  - Nice
- Supportive
  - Helpful
- Sympathetic
  - Verbal
  - Social
- Creative



# Racial/Ethnic Stereotypes

## Common racial/ethnic stereotypes

### African-Americans<sup>1</sup>

Athletic  
Rhythmic  
Low in intelligence  
Lazy  
Poor  
Loud  
Criminal  
Hostile  
Ignorant

### Chinese<sup>2</sup>

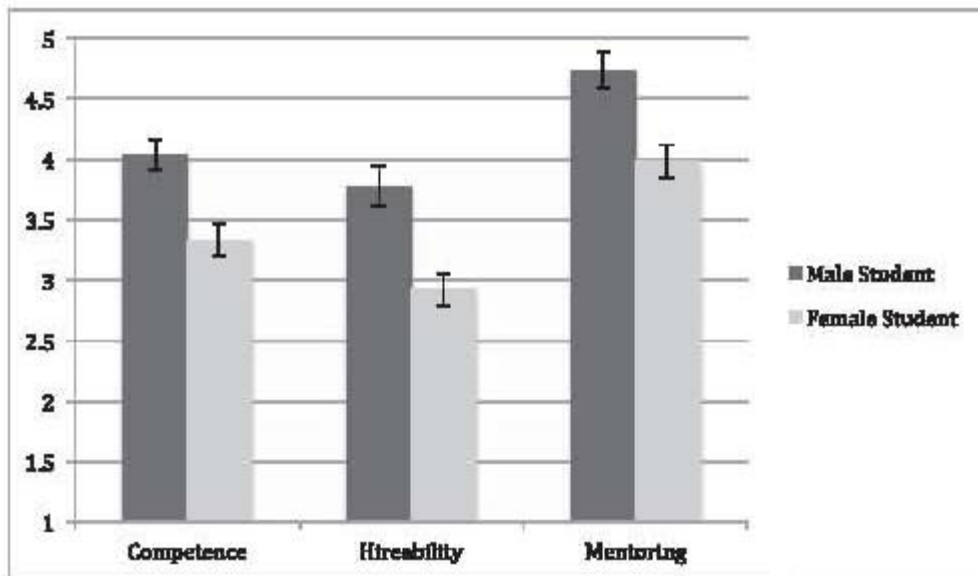
Disciplined  
Competitive  
Loyal to family ties  
Scientifically minded  
Business oriented  
Strong values  
Clever  
Serious  
Determined  
Logical  
Wise

### Latinos<sup>3</sup>

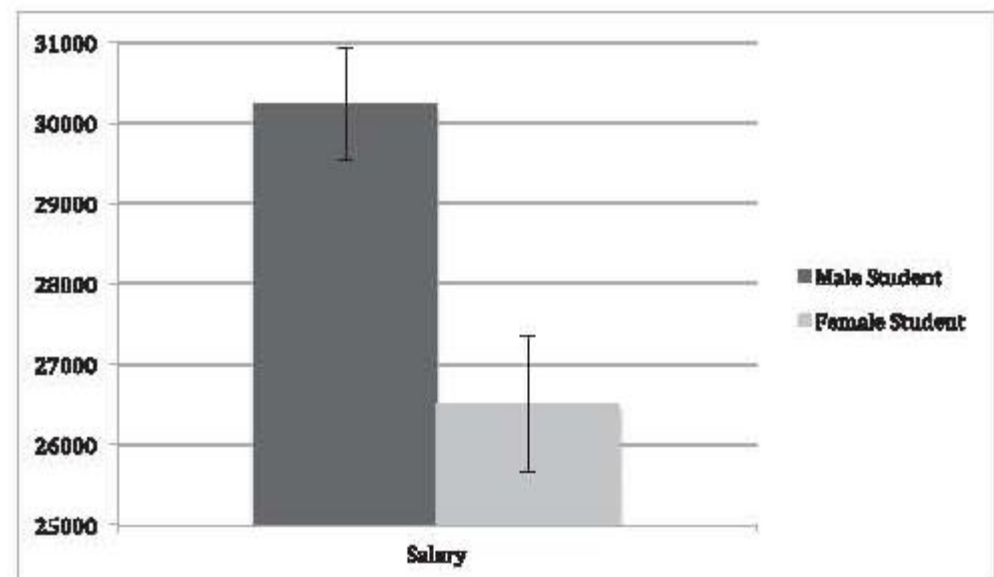
Poor  
Have many children  
Illegal immigrants  
Dark-skinned  
Uneducated  
Family-oriented  
Lazy  
Day laborers  
Unintelligent  
Loud  
Gangsters

1. Devine and Elliot. (1995) Are Racial Stereotypes Really Fading? The Princeton Trilogy Revisited. *Personality and Social Psychology Bulletin* 21 (11): 1139–50.
2. Madon et al. (2001) Ethnic and National Stereotypes: The Princeton Trilogy Revisited and Revised. *Personality and Social Psychology Bulletin* 27(8) 996–1010.
3. Ghavami and Peplau. (2015) An Intersectional Analysis of Gender and Ethnic Stereotypes: Testing Three Hypotheses. *Psychology of Women Quarterly* 37(1): 113-127.

# Hiring Lab Managers



**Fig. 1.** Competence, hireability, and mentoring by student (collapsed across faculty gender). All student gender differences ( $P < 0.001$ ). Scales range from 1 to 7, with higher numbers representing the extent of each variable. Error bars represent SEs.  $n_{\text{male student condition}} = 64$ ,  $n_{\text{female student condition}} = 64$ .



**Fig. 2.** Salary conferral by student gender condition (collapsed across faculty gender). The student gender difference is significant ( $P < 0.01$ ). The scale ranges from \$15,000 to \$50,000. Error bars represent SEs.  $n_{\text{male student condition}} = 63$ ,  $n_{\text{female student condition}} = 64$ .

# Evaluation of Résumés - Racial Bias

- Résumés sent to a variety of employers advertising openings in local newspapers in Chicago and Boston
- Bank of résumés randomly assigned “white-sounding” or “African American-sounding” names
- Applicants with “white-sounding” names were more likely to be called back to interview for positions
- For “white-sounding” names, applicants with better qualifications were more likely to be called back. For “African American-sounding” names, applicants with better qualifications were not more likely to be called back

*Small Group Discussion:*

One example you have witnessed of unconscious bias in a hiring setting

*Small Group Discussion:*

One example of an action that  
**WORKED** to reduce unconscious bias

# Strategies for Minimizing Unconscious Bias

- Replace your self-image as an objective person with recognition and acceptance that you are subject to the influence of bias and assumptions

*Uhlmann and Cohen 2007. Organizational Behavior and Human Decision Processes.*

- Diversify your search committees
  - Social tuning/increased motivation to respond without bias
  - Counterstereotype imaging

*Lowery, Hardin and Sinclair 2001. Journal of Personality and Social Psychology.*

*Blair, Ma and Lenton 2001. Journal of Personality and Social Psychology.*

- Critical mass—increase the proportion of women and minorities in the applicant pool

*Heilman 1980. Organizational Behavior and Human Performance; van Ommeren et al. 2005. Psychological Reports.*



# Bias Reduction Strategies (cont'd)

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- Develop and prioritize criteria prior to evaluating applicants

*Uhlmann and Cohen 2005. Psychological Science.*

- Spend sufficient time and attention evaluating each application

*Martell 1991. Applied Social Psychology.*

- Focus on each applicant as an individual and evaluate the entire application package

*Heilman 1984. Organizational Behavior and Human Performance; Tosi and Einbender 1985. Academy of Management Journal; Brauer and Er-rafiy 2011. Experimental Social Psychology.*

*After the hire.....*

*Small Group Discussion:*

What is something you personally have learned, or witness change over time at UW-Madison about making our workplace climate a supportive one for all?

*THANK YOU!*